DOCUMENT RESUME

ED 180 679 RC 011 623

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TITLE PRINCIPAL STARS (Secondary Training for Alaskan Rural Students): An Administrative Manual for the Initial Consideration and Implementation of the STARS Materials.
INSTITUTION Kodiak Island Borough School District, Alaska.
PUB DATE Mar 79
NOTE 76p.; Not available in paper copy due to poor print quality

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Achievement; Academic Education; *Alaska Natives; *Curriculum Development; Dropout Role; *Educational Administration; Educational Improvement; Educational Philosophy; Eskimos; Language Arts; Management Systems; Mathematics Instruction; Parent School Relationship; Program Descriptions; Program Evaluation; Project Applications; Relevance (Education); *Rural Education; School Holding Power; Science Instruction; Secondary Education; Senior High Schools; Skill Development; *Small Schools; Vocational Education; Writing
IDENTIFIERS *Alaska (Kodiak Island); *Secondary Training for Alaskan Rural Students

ABSTRACT

The manual provides information to assist administrators in deciding whether to adopt and implement the STARS program, a grade 9 and 10 science, math, and language arts curriculum designed to provide Kodiak Island, Alaska, students with academic skills, vocational training, and village skills to be successful whether they choose to go to college, enter a trade, or pursue a traditional village life style. Sections I and II describe the underlying philosophies of the program and what it is designed to do. Section III outlines the overall rational process that was used to develop STARS and the Kodiak Rural High School Curriculum. Section IV provides specific suggestions for administrators: the need for active, involved leadership to coordinate, evaluate, direct, and shape the program, as well as provide support, resources, and assistance to teachers; teacher evaluation procedures to improve instruction and to provide information for employment considerations; teacher hiring procedures; inservice teacher training programs; and longitudinal program evaluation procedures. Sections V and VI review STARS' accomplishments (including lowering the student drop-out rate from 60% to less than 6%, improving attendance, making gains according to standardized tests, gaining 100% support of parents and school board members). The 1978-79 recommendations for the program's future are also provided. (NEC)

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AN ADMINISTRATIVE MANUAL FOR THE INITIAL CONSIDERATION AND IMPLEMENTATION OF THE S.T.A.R.S. MATERIAL.

PRINCIPAL STARS:

An Administrative Manual

for the

Initial Consideration and Implementation

of the STARS Materials

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STARS:

Secondary Training for Alaskan

Rural Students

Kodiak Island Borough School District

March 1979

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INTRODUCTION

"RE-INVENTING THE WHEEL"

As an administrator, I find that I have the tendancy to look for solutions that will solve problems with the least amount of my time and effort -- "I've got enough to do already!!" However,

"STARS is not a band-aide."

It simply will not work if you think that you can purchase the materials and pass them out to teachers, and then forget them, expecting them to work.

Adopting and implementing STARS will require a lot of time and active involvement on the part of administrators. Moreover, like any innovation, it will cause almost as many problems for you as it will help you solve. Therefore, you have a logical decision to make -- "Whether or not to even start adopting STARS."

Consequently, read through this manual, consider how this solution fits your problems (if you have identified and know "your" problems thoroughly); and then either decide to make a full commitment of your time and energy or forget the whole idea. Don't be frightened off too fast, though. Read carefully; you'll find that you won't have to re-invent the wheel, but you'll have to redesign the spokes and axles.

The STARS curriculum (and this manual, for that matter) provide a basic recipe for implementing the STARS program. These recipes will need to be adjusted and/or inhanced to meet your specific situations and needs. In summary, STARS and this manual are not a complete cookbook - for there are none. You'll have to work in your particular district with your specific situations and needs.

I. UNDERLYING PHILOSOPHIES OF STARS PROGRAM

A. The Basic Goal of STARS and the total Kodiak Village Secondary Program

The major goal of the Kodiak Small High Schools Program is to insure that village students have the educational opportunities to achieve their full potential, so that those who have the ability and the desire can be successful whether they choose to: a) go to college to train for a professional career; b) to enter trade or vocational training; or c) stay in their home village and work at the usual village occupations and live the traditional village life style. Therefore, students should gain: academic skills, so that those who have the ability would be sufficiently prepared to enter college if they chose; vocational training, so that those who have the aptitude would have a basic core of skills to successfully complete further trade, apprenticeship, or vocational training after high school; and village skills, both academic and vocational, so that students who have ability and desire would have the skills they need to live and prosper in their village at the particular vocations that exist there or will exist there in the forseeable future.

B. Basic Philosophies Upon Which STARS was Developed

The process that was used to develop STARS was based on the following underpinning philosophical statements:

--Communities, i.e., parents, school boards, etc., have the right to determine what is taught in their schools. It is the right and responsibility of the professional educators of the district to determine how to accomplish what is wanted, and to evaluate those instructional programs and account to the public, parents, and Boards.

--The most important job in the school district is teaching students.

--Students are the most important people in the school district. (In short, "Is what we plan to do satisfying mainly teachers, administrators, school boards, parents, pressure groups, or the real needs of the students?") Students are the reason for our being; they are the center of the school system.

--The role of school administrators is two-fold (and of equal importance):

1. They are the instructional leaders who coordinate, evaluate, shape and direct the total school program.

2. They provide support, assistance, and resources to the most important job in the district -- teaching students.

II. PARTICULAR PROBLEMS ADDRESSED BY STARS AND THE KODIAK SMALL RURAL SCHOOLS PROGRAM

A. Why STARS was Developed:

The History of Small Rural High Schools on Kodiak Island

In 1971, the Kodiak Island Borough School District started its first small rural high school program in Old Harbor with the addition of a 9th grade program. Between 1971 and 1976, the District added ninth grades in two other villages. The limited but traditional curriculum consisted of standard high school textbooks (for English, math, science, and social studies) and little else (i.e., almost no other courses and/or organized extra-curricular activities.) However, the curriculum was simply not working in these small isolated schools; and no other options could be found to fit the small rural Alaskan high school situation. Consequently, the Kodiak Island Borough School District decided to develop its own small rural schools curriculum. In 1976-77, the district sought and obtained Title IV-C funds from the Alaska State Department of Education and initiated the Kodiak Small Rural Schools Project. The project was designed to produce a workable small high school program for grades 9 and 10.

The Department of Education granted the funds to the Kodiak District with the intention that the program developed could also be used by other districts starting small high schools. Thus, the district set about to design and test a "model" small rural high school program for its own schools and for other distircts throughout the state.

B. The Kodiak Small High School Model

The Kodiak model has been developed to overcome several specific problems that the district had been working on since their initiation of small rural secondary schools in 1971. At present, the 9th and 10th grade program has been developed and evaluated. The STARS materials provide the instruction for math, science and language arts; i.e., with writing as a major emphasis.

C. STARS: Is Only a Part of a Total Rural High School Program

STARS only provides a basic format for the academic subjects (science, math, and language arts) for grades 9 through 10. A high school program is, of course, much more than this; i.e., vocational and career education, other electives, sports, and other activities. Consequently, STARS is not a total high school program. The other facets of a secondary curriculum and program need to be developed in conjunction with the STARS program. A description of the total Kodiak Small Rural Program follows.

D. Specific Problems that STARS was Designed to Alleviate

Part of the process in designing the STARS materials was to define the problem -- "Why was the limited traditional curriculum failing? What problems or situations contributed to that failure?" Thus, the district administration set out to define the problems to be addressed by the Small Rural Schools Project and then also defined the solutions they might use to overcome those problems. The problems and solutions are as follows:

1. Problem: Student drop-out rates and absenteeism are high, even in village Schools.

   Solution: The curriculum must be relevant and interesting. The program and course work must be open/entry - open/exit to allow for periodic absenteeism.

2. Problem: Village students exhibit wide ranges of individual achievement and basic skill acquisition. Furthermore, because of small enrollments, there are only a few teachers, classes are multi-graded and funds for equipment and classroom space are limited.

   Solution: The program, courses, and materials must be based on an independent study and individualized instruction to meet each student's needs. Also, the materials must be shared in the classroom and between schools that are hundreds of miles apart.

3. Problem: Teacher turnover: village teachers only stay in a particular village for an average of one to three years and then transfer or move on to another district. This results in a lack of continunity of program and sometimes inadequate student records are available to be passed on to the new teachers.

   Solution: Instead of having the program as the variable, dependent on teachers as constant, the program should become the constant with teachers as the variable. Thus, at least the basic program should be standardized throughout the village high schools in the district.

4. Problem: Very few teachers have adequate educational or experiential backgrounds to teach the wide variety of high school subjects. Even if a teacher does have an adequate background, simply trying to teach six subjects a day and do well at it requires an excessive, if not impossible, amount of teacher preparation time.

   Solution: The subject knowledge in each part of the standardized materials must be incorporated in the class materials used to teach each subject. In other words, the basic core of information and skills for each subject must be in the materials so that the curriculum is not hampered by teacher background or excessive teacher preparation time.

5. Problem: Many village students, whether in the small village programs or in larger high school programs, have not responded well to the traditional book/teacher-lecture/blackboard method of education. Many village students do not have appropriate achievement in the basic skills to match their abilities. In other words, the traditional lecture model has failed to provide village students with an adequate education.

   Solution: Change the traditional teaching model and materials and offer a varied approach to learning.

6. Problem: Over the past few years, the school system has discovered that it has had a hard time trying to determine what kind of student it is graduating. In short, "Are the students in the system getting the needed skills and informational background they need to function in society?"

   Solution: The curriculum and materials must follow a logical sequence of skills that can be documented for each student as he or she achieves them. The educational jargon for such a model is "Programmed Material & Management/Criterion Reference System."

E. Description of the Kodiak Small Rural High School Curriculum

Therefore, the total Kodiak Small High School model can be defined as an open/entry - open/exit program: utilizing programmed, multimedia, individualized, and independent study materials that contain basic standardized information and skills for each subject. Each student's achievement and skill acquisition are documented on a daily basis, and the teacher functions, primarily, as a "learning manager."

Step 1 (9 & 10 Grades): Students are required to take six subjects; Math, English, and Science, which use individualized, programmed materials (the STARS materials). A student thus will have gained the competencies designed into the materials and will have a good basic skills foundation.

Social Studies. The Kodiak Small Rural Secondary Program emphasizes an interdisciplinary course on Alaska Studies, with units on Alaska Native Land Claims, and Alaska geography, history and government. A course called Current Events, utilizing newspaper, magazines, and other media has also been developed by individual teachers.

Vocational Courses, utilizing various programmed units are required in grades 9 and 10. Courses developed so far include:

General Shop	Carpentry	Sewing
Drafting	Welding	Home Maintenance
Power Mechanics	Cooking	Typing & Business

One Elective Course: This course consists of mainly exploring various job clusters and interests in career education, utilizing Project Discovery materials, if offered, along with art and P.E. programs. Organized competitive athletics and other activities have also been added to supplement the total program.

Step 2 - Last Semester of 10th Grade: Students begin to define broad areas of interest for possible future careers. They review information on knowledge and skills needed for certain career clusters. Students, then, begin to look at what subjects and skills they will need to acquire in the 11th and 12th grades in order to persue the career areas they may be interested in. By the end of the 10th grade

year they have helped put together a rough outline of the courses they will take as electives in the 11th and 12th grades.

Subject Areas for the 9th and 10th Grade High School Program

A) Subject Areas Grid: The subject areas grid is presented as a brief diagram of the educational program.

9th Grade		10th Grade	
Subject	Materials Used	Subject	Materials Used
ENGLISH	(Writing, reading, literature) STARs	ENGLISH	(Writing, reading, literature) STARS
GENERAL MATH	STARS	GENERAL MATH	STARS
SOCIAL STUDIES	Alaska Land Claims/ Alaska Geography	SOCIAL STUDIES	Alaska Land Claims/ Alaska Geography
VOCATIONAL EDUCATION	Ken Cook & other local programs	VOCATIONAL EDUCATION	Ken Cook & other local programs
SCIENCE	STARS	SCIENCE	STARS
ELECTIVE	Career Ed. P.E.	ELECTIVE	Career Ed. P.E.

F. Quick Quotes about STARS

--STARS is a "Management System" for 9th and 10th grade instruction in math, science, and writing skills oriented language arts.

--STARS was written by experienced rural Alaskan high school teachers.

--The STARS books are organized around academic and living skills, include diagnostic and post-tests, and are thus competancy based materials.

--The competancy skills in the STARS books have been developed to provide rural Alaskan students with skills that are needed to live successfully in a rural Alaskan village, urban Alaska, and/or anywhere in our society.

--The STARS books have close to 100 different educational materials, books, and materials systems keyed into them. The rural Alaskan teachers keyed in materials that they have used successfully with rural Alaskan students before.

--The 1978 version of STARS is a second revision of materials that have been and are still used and tested with rural Alaskan students in rural villages.

--Three Alaskan school districts have been involved in the STARS materials development and testing: the Iditarod School District, the Aleutian Regional School District, and the Kodiak Island Borough School District. They are all currently using the materials.

--The STARS materials can be used as the total 9th and 10th grade curriculum for math, science, and writing skilled oriented language arts, or they can be used as a basic guide which can be supplemented and/or changed around by each teacher to meet their particular students' needs.

--The STARS materials are mainly intended and written for independent, individualized instruction. However, with slight teacher modifications, they can be used successfully with group instruction methods.

--Adopting the STARS program involves:

1. At least one full-time administrator to do nothing else from July to December of the initial year but get materials ordered, train teachers, and get the program off the ground. (This is optimal; there are other alternatives; i.e., consultants.)

2. About $400.00 per student to purchase materials, etc., though this may be reduced in some cases.

--Complete directions for using each STARS book is provided in the STARS Teachers' Manual. However, it is recommended that inservice instruction be provided by teachers who have used STARS successfully.

G. The Total Village School Curriculum

As stated earlier, STARS is only a part of the total High School program; moreover, the Kodiak district has also adopted a standard elementary curriculum for math, reading, and language arts. Many of the problems identified in the secondary program also related to the elementary program as well. Thus, the district searched for commercially produced materials that were:

1. Individualized, independent study, competancy based materials,

2. A management system providing different activities and materials for a wide variety of learning modes and experience;

3. Comprehensive materials that include the necessary subject matter.

The district has adopted the High Intensity Learning System (HILS) by Random House for grades 1-8 reading and math. This management system is keyed into over 50 publishers and hundreds of specific materials and meets the criteria set out above. Thus, students will reach the STARS program already familiar with independent study habits and programmed materials systems.

In addition, the district also adopted the DISTAR Reading and Language materials for grades 1-4. DISTAR has been used very successfully by several village teachers for years; consequently, on their advice, the district adopted the DISTAR materials and methodology.

The elementary reading and math curriculum looks like this:

READING

GRADE	MAJOR MATERIALS USED	SUPPLEMENTARY MATERIALS USED
K	DISTAR	HILS
1	DISTAR	HILS (System Introduced)
2	DISTAR	HILS (System Introduced)
3	DISTAR	HILS
4	HILS	DISTAR
5	HILS	School Library (IMC)

READING CURRICULUM (continued)

GRADE	MAJOR MATERIALS USED	SUPPLEMENTARY MATERIALS USED
6	HILS	School Library (IMC)
7	HILS	School Library (IMC)
8	HILS	STARS (Introduced)
9	STARS	HILS
10	STARS	HILS

MATH & SCIENCE CURRICULUM

GRADE	MAJOR MATERIALS USED	SUPPLEMENTARY MATERIALS USED
K	HILS	Silver Burdette Books & Lab Kits
1	HILS	Silver Burdette Books & Lab Kits
2	HILS	Silver Burdette Books & Lab Kits
3	HILS	Silver Burdette Books & Lab Kits
4	HILS	Silver Burdette Books & Lab Kits
5	HILS	Silver Burdette Books & Lab Kits
6	HILS	Silver Burdette Books & Lab Kits
7	HILS	Silver Burdette Books & Lab Kits
8	HILS	Silver Burdette Books & Lab Kits
9	STARS	STARS
10	STARS	STARS

III. DESCRIPTION OF THE OVERALL CURRICULUM DEVELOPMENT PROCESS USED IN DEVELOPING STARS AND THE TOTAL KODIAK SMALL RURAL SCHOOLS MODEL

The development model outlined here is the overall model used in developing the STARS program. However, the model is in no way intended to be completely comprehensive and linearly sequencial as additional steps are needed in some areas. In carring out this model several processes were by necessity undertaken at the same time. In short, this model is a basic set of processes that must be inhanced and used in a way that meets the local situations best.

A. Pre-Program Development Stage

1. Devise Evaluation

a. Determine who will do evaluation (in district and/or third party) anticipate costs, if any.

b. Decide what information is needed to evaluate the current program, and from what sources.

c. Conduct evaluation: 1) collect information, 2) analyze data, and 3) write up results and conclusions.

2. Identify and Study the Problems

a. Write up a list of specific problems identified in the evaluation that need to be solved.

b. Consider all variables that might be causing and/or contributing to each problem.

1. Review published research and information from various sources (Eric Search, State Department of Education).

2. Recheck with local sources (teachers, administrators, students, etc.), as to their opinions about causal variables and the problems and ideas on solutions.

3. Identify and Select Solutions

a. Review published materials (Eric Search, etc.) for all possible solutions. If none are found, create your own solutions.

b. Select solutions for each problem and how they fit into the total picture.

c. Determine feasability of solutions, i.e., resources: Time, Money, Personnel.

d. Select final list of solutions (creating own where needed.)

e. Begin to determine how well solutions match problems and how they may have to be modified to meet particular situation and/or needs.

B. Programs Development Stage -- Elements of Change

A crucial point needs to be made here that administrators especially need to be cognizant of. Rogers and Shoemaker illustrate this very well in their book, Communication of Innovations.[1] They give an example of trying to teach villagers in the Andes Mountains to boil their drinking water to prevent disease, a change that would obviously be better for the people. However, some villages adopted this innovation and some did not. The key point is that you can develop the perfect program (an innovation that is really needed) and yet it may never work if people refuse, neglect, or misuse it. Consequently, two processes really exist in program development: 1) Developing a program, and 2) the change process -- getting people and the social and the school system to use the program (correctly and effectively -- to get them to change.)[2]

As stated above, there is a distinct difference between program development and the change process. At this point, one should start to separate the two processes in one's mind. They are interwoven, yet separating them can aide in planning each process. The initial steps

1 Rogers, E.M., Shoemaker, F.F. Communication of Innovations, New York Free Press, 1971.

2 For more information about different change strategies and a complete review of the literature about "change", see Havelock, Ronald G., Planning for Innovation, Ann Arbor Institute for Social Research, 1971.

ELEMENTS OF CHANGE

Some of the elements of change that were taken into account in implementing the STARs program were:

a. Having a Rational Defense Plan -- A through and documented evaluation and well thought out problem and solution identification gave the STARS development program this element. (See Section I and II of this manual.)

b. Convincing the "Powers that Be" - Informing, Seeking Approval, and Ownership -- As stated above, the influential people in the various groups to be dealt with in developing and implementing STARS were identified; i.e., the superintendent, School Board, teachers, parents, Advisory Boards, and students. The process involved keeping them informed, seeking their support, advice, and approval, as well as, assistance. A conscious effort was made to have them feel, and justifiably so, that this was their program. An innovation (as pointed out by Rogers and Shoemaker, 1971) must be communicated in order to disseminated or accepted by the people and social system that are being effected. They have to adopt the innovation themselves; a feeling of ownership is essential.

Other public media, especially local newspapers and the district newsletters, were contacted to provide a wider distribution of information about the curriculum. Moreover, in various public meetings (School Board, Advisory Board, teacher inservices, etc.) the program was explained and feedback was sought. These steps are also listed in the Operation Plan Chart in this section.

In summary, two processes were recognized in developing STARS -- the development process and the change process. These processes are further delineated in the next section.

IV THE DETAILS OF HOW STARS WAS DEVELOPED AND IMPLEMENTED (with Suggestions for Administrators)

A. How STARS was Written

During the first year of the Kodiak Small Rural High School Project, the VAST (Vocational Adult Secondary Training) materials were used for Math, Science, and English. These materials were individualized competancy based materials developed in British Columbia, Canada. The district administration had searched far and wide to find materials that might meet the needs of the rural secondary students and had selected the VAST materials. During the first year of the project, the VAST materials were extensively evaluated by the rural high school teachers and the project coordinator.

The evaluations of the VAST materials concluded that the system was working but the content of the materials needed drastic revision to meet the needs of rural Alaskan students. Consequently, the district administration sought funding to re-write the materials. Six rural teachers from the district, along with a private consultant, Lucille Frey from the Learning Tree in Anchorage, were hired and completely re-wrote the VAST materials to meet rural Alaskan student needs. After completing the re-write, the teachers realized that their product bore little or no resemblance to the original VAST materials, so they renamed them as STARS -- Secondary Training for Alaskan Rural Students.

The 1977 STARS were tested the following year, 1977-78, in the Kodiak Island Borough School District; as well, as the Iditerod School District. The evaluation of the new materials concluded that they needed another re-write. Consequently, a second re-write was done during the summer of 1978.

The 1978 revisions involved teachers from Kodiak, the Iditarod, and Aleutian School districts. Lucille Frey and the Learning Tree consultants were contracted to oversee the entire project, including the writing, editing, and submission to the printer. More resources were available in the 1978 re-write, including various curriculum specialists from around the state who provided ideas and suggestions; several artists (mainly Kodiak High School art students), and local typists were also hired. Each re-write was done in Kodiak, Alaska. Teachers were paid as consultants and were also paid per diem for their stay in Kodiak. They worked long days (16 hours at times) and completed the re-write during the month of June so that it could be printed and available for the 1978-79 school year.

In each re-write teachers structured the materials especially for rural Alaska students. In addition, they keyed in various materials and materials systems that they had used successfully with rural Alaskan students.

B. Administrative Considerations in Implementing STARS

Sections I and II of this manual provide information about what STARS is and what it is designed to do. Section III outlines the overall rational process that was used to develop STARS and the Kodiak Rural High School Curriculum. This section fills in the other relevant details involved in developing and implementing STARS, along with specific suggestions for administrators.

The reader should be mindful that the basic development process described in Section III was followed in developing STARS; however, some steps were not done in sequence. For example, the district administration had done an evaluation of the traditional curriculum

that had been failing in the rural high schools; however, the problems and solutions were not formally written up until the project development director had already been hired. Consequently, one of the first tasks undertaken by the project coordinator was writing them up formally. In short, certain steps were done in a later sequence than is outlined in Section III; it is important to note, however, that each step was completed and each step has proved its importance. Therefore, if the reader is contemplating using the STARS program and/or this curriculum development model, then it is felt that each major step in Section III should be completed for the process to be successful.

1. Administration - The Key to Curriculum Development

In the introduction to this manual, the parmount importance of administrative commitment and involvement in implementing STARS (or any other curriculum development project) was stressed. Moreover, the basic role of administrators in the STARS curriculum development was spelled out in the underlying philosophies section. That administrative role will be further explained in this section.

This emphasis on administration is not meant at all to overshadow or detract from the importance of having dedicated, exceptional teachers who carry out the most important job in the district, teaching. Yet, without complete involvement of administration to coordinate, evaluate, direct, and shape the program, as well as provide support, resources, and assistance to those excellent teachers -- any comprehensive curriculum development project has little or no chance of success. There is no substitute for active, involved leadership.

2. The Dual Role of Administration and Its Partnership with Teaching

Administration is often seen by many teachers as the "bane" of education. In order to overcome that unproductive syndrome, the administration sought to clarify roles and set up ground rules to avoid misunderstandings and conflicts. These ground rules were explained and discussed with teachers in pre-service meetings and staff meetings during the year. Teachers gave their reactions, and thus we attempted to start our project with a common understanding and empathy for each other's jobs. These ground rules set up are as follows:

a. Coordination, Evaluation and Direction

(1) The administration reserved the right to make the final all-encompassing decision on the curriculum and teaching methods.[3]

(2) Individual teachers and schools could modify the use of materials and teaching methods, if first discussed with administrators. (See the Teacher Evaluation section of this manual for the details in this process.)

(3) Teachers were expected to use the adopted materials and methods. (See the Hiring and Teacher Evaluation sections of this manual for more specific information.)

(4) The administration would coordinate the materials sharing between schools and would compile and write-up the evaluation of the program based on teacher input and other sources.

b. Providing Support, Assistance and Resources

(1) The administration would be evaluated by teachers as to the support, assistance and resources provided to teachers. In short, this role was to be as equally important as direction, coordination and evaluation. (See the Administrator's Role on page 2 of this manual.)

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3 Teacher input would be actively sought and given full consideration. However, as anyone who has been in education for a while will agree - it is rare that a total staff can and will agree on a particular method or material, etc., etc. Often times, the staff can be split 50/50 on such decisions. Therefore, in order to be able to move in some direction, someone must make a decision. That someone is obviously the administration as their job is to direct and shape the overall program. All agreed to accept and act on such decisions after they were made.

(2) The administration would continually consult teachers as to what they needed to do their job -- "the most important job in the District."

c. The Partnership of Administration and Teaching

(1) It was stressed that we are all in partnership together to do one thing -- educate children.

(2) We recognized that we would not always agree -- that some conflict was inevitable -- but we would all make an honest attempt to understand or at least have a certain amount of empathy for each other's jobs and what we were required and had to do.

(3) We agreed that if conflicts arose, we would discuss the problems with each other personnally first and explain what effect each of us had on each other's jobs.

(4) We agreed that if a conflict could be resolved, then we would go through the district procedures to resolve it.

(5) We agreed that we would not resolve conflicts in the public eye and thereby confuse people and have them lose faith in their schools and their professional educators.

(6) We recognized that we have the right to complain about the district and district procedures in public, but that we would make an attempt to better the situation amongst ourselves and refrain from creating controversies in the public eye.

(7) We recognized that along in February and March "cabin fever" would make it hard for all of us to accept and get along with one another; but we would make an effort to remember that it might just be "cabin fever;" and that we would attempt to be more understanding.

(8) We agreed that school staffs would stick together and not complain about each other professionally (or personally) to people in the community. (Thus we might avoid embroiling the school and ourselves in community controversies and polictics.)

3. Teacher Evaluation Procedure

The Alaska State Board of Education Rules and Regulations mandates teacher evaluations be done for the purpose of improving instruction and to provide information for employment considerations (p. 17).

Teachers are typically very anxious about evaluations. In order to overcome that fear and anxiety, the administration provided programs during the pre-service workshops on evaluation and set up certain ground rules to prevent misunderstandings. The evaluation procedure that was used (i.e. Madeline Hunter's) will not be presented here. However, some of the ground rules were:

a. Teachers would be expected to use materials adopted by the District and would be expected to learn and master the "teacher as a learning manager" teaching methodology.

b. Teachers could modify materials and teaching methods if they discussed it with their supervisor first.

(The criteria the administrator used to evaluate the appropriateness of changes were:)

(1) Is the reason for the change based on student-centered needs? Would it better the students' ability to learn?

(2) If not based on student needs, is the desired change mainly requested to meet the teacher's needs: If so, why?

a. Does the teacher understand and/or know how to use the materials system?

b. Does the teacher need assistance to learn how to use the materials?

c. Is the teacher looking for an excuse to avoid the difficult change and learning required to master using the materials to do what is easiest for the teacher?

d. Does the requested change, facilitate the program so that it will also improve teacher performance and thereby student needs.

(3) If based on student needs, does the teacher have a completely thought out alternative and will the teacher be willing to demonstrate that the alternative is better?

(4) Is the teacher simply discouraged because the students have not gained as much as the teacher hoped for? Has the teacher given the materials a chance to work over time?

A note on evaluation: The administration found that in placing a gread deal of emphasis on hiring the best qualified teachers for the program and then providing as much support and assistance as possible to those teachers -- teacher evaluations can be a process of simply assisting a handful of diamonds polish themselves.

4. Hiring Procedure

Another key element of the Kodiak Small Rural High School Project is a specific hiring procedure. Hiring was placed on a high priority with the goal of hiring the best and most qualified personnel for village schools. The process was set up as follows:

a. Identify qualifications, experience and abilities of teachers to be hired. The Kodiak Small Rural qualifications were:

(1) Experienced teachers (at least 1 to 2 years) with excellent references. (Rationale: most inexperienced teachers need supervision and assistance to sharpen their skills. We wanted people who already had demonstrated superlative teaching ability, as close supervision is not always possible in a village.)

(2) Generalists. People who were trained or had other experiences beyond the subjects they were endorsed to teach; i.e., worked in other fields; carpentry, business, clerical, industry, etc. (Rationale: We wanted people who had experience and/or knowledge in other areas as they would be teaching a wide variety of subjects. We then tried to match experience with curriculum in staffing schools so that each school had a balanced staff -- thus each subject would have someone who had at least work experience in that area.)

(3) Special Education Training and/or Experience. (Rationale: We found that teachers trained in Special Education teacher training programs are on the average far better trained in using individualized teaching methods and materials. Moreover, they understand and can use diagnostic and prescriptive techniques. We tried to hire Special Education trained teachers for the regular classroom.)

(4) Experience with Management Systems and the "Teacher as the Learning Manager" Methodology. (Rationale: STARS and other adopted materials systems required expertise in material systems and teaching methodologies. It would be far more expedient and cost effective to hire people who already had the experience and skills, than to retrain a teacher on the job.)

(5) Teachers Who Have Worked with Native Alaskan or other Native American People. (Rationale: Our rural high schools are in predominantly Alaskan Native communities where an understanding of "Native" culture and customs can be essential in a teacher's ability to understand and gain the support of the students, parents and the community!)

(6) Teachers Who Have Lived In a Very Small Town. (Rationale: Small towns (like our small rural communities) are like small towns anywhere. Living and teaching in a very small community is different than in a large community. We have found that many times a teacher's success in teaching and their own personal happiness is dependent upon understanding and enjoying rural life.

(7) Dedicated Professionals. People who are enthusiastic about and enjoy teaching and are willing to spend a good deal of time learning to use the various materials in the curriculum. (Rationale: Teaching in our rural schools is a unique training experience for teachers where they learn to use a multitude of commercially-produced materials systems and teaching methodologies. A person who only wants to teach one subject from 9:00 a.m. to 3:30 p.m., and is not enthusiastic on top of it, will not be happy or do a competent job in village schools.)

b. Write and Send Vacancy (or Possible Vacancy) Notices

Vacancy notices were written up which described:

(1) The qualifications and experience sought;

(2) Overview of the positions (describing grades and subjects);

(3) A description of rural Alaskan life and the general geography and lifestyle of Kodiak Island;

(4) A general job description of village teaching. Notices were sent to placement centers in mainly Northwest states. The Career Planning and Placement cent of the University of Alaska, Fairbanks, was extensively used for reviewing candidates from inside and outside the State. The University of Alaska, Anchorage, was also used.

c. Applications

Anyone who expressed an interest and/or seemed qualified for rural teaching was sent all the Vacancy Notice Information. Exceptional candidates were telephoned and/or contacted by the Village Area Principal or other District administrators where appropriate.

d. References Checked on Every Candidate

The Village Area Principal telephoned references listed on the applications of candidates who were seriously being considered. In every case, an attempt was made to contact the applicant's former principal or supervisor personally over the phone to verify teaching excellence.

e. Interview Required

A personal interview was required of each candidate -- candidates from "outside" the state were interviewed by the Superintendent on travels outside the State. Most superior candidates were requested to come to Kodiak at their own expense if they were serious about the job. Once here, they were shown around Kodiak and the District and flown by the district to the villages they were being considered for. Moreover, if possible, they interviewed with the local Advisory School Board and other teachers in the village. (Rationale: We wanted to have enough contact and time

with each serious candidate to verify the person's abilities and experience. Moreover, we wanted them to fully understand what they were getting into. In addition, we wanted the community and the other teachers to be able to meet the person and give their advice as to whether they would fit into the community and the school staff; however, this was not always possible as most of the teachers and village people (fishermen) were gone during the summer hiring process of several of the schools.) Care was taken in the interviews to ask a list of questions regarding experience, what would be required of them to teach in a village: Especially, that the district has a prescribed curriculum with required materials systems. Teachers thus came to the district agreeing that they would learn and use the prescribed materials systems and their mastery of the materials and methodolgies would be a part of their teacher evaluation.

f. Hiring Procedure Outline

Steps	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
1. Identify and write up	X	X									
a. Qualifications desired	X	X									
b. Description of Villages and Life style	X	X									
c. General Village Teachers Job Description	X	X									
d. Overview of Possible open positions	X	X									
2. Send out Vacancy Notices of possible and known vacancies			X	X	X	X	X				
3. Send Applications to Inquiries (with info in #1)				X	X	X	X	X			
4. Review Applications and check References				X	X	X	X				
5. Interview outside District					X	X	X				
6. Interview in District (those coming to district at own expense)							X	X			
7. All hiring completed (if possible)								X			
8. Assist in providing info about what to bring and moving								X	X	X	X

g. Final Note - The village staff has a certain 'spiri de corps'. We congratulate candidates who have been selected for hire as we set our standards high. Every attempt was made to help new teachers to the district feel proud to be hired. Moreover, attempts were also made to give information to teachers about moving and relocating, what to bring with them, and in general, making them feel wanted and appreciated. They understood that village teaching would be time-consuming and difficult.

5. Inservice Program

Inservice also was listed as a high priority by the District. With the large variety of materials systems in use, including STARS, inservice became even more important. In short, the teachers knew and were committed to learning to use the materials systems; thus the district attempted to provide pre-service and inservice for the needed teacher training.

a. Inservice over the past three years has consisted of:

(1) A three to five day pre-service before school started. (In Kodiak)

(2) A three to five day (Commissioner of Education approved) inservice in January or February. (In one of the villages)

b. Quick Quotes about Inservice

The content of each inservice was different depending on the perceived needs at the time. Several elements were the same for each, as follows:

(1) The Village Area Principal planned, organized and directed each inservice. Though the mid-year inservice usually included a great deal of teacher involvement and planning.

(2) Teachers were notified well in advance of each inservice (at least 6 weeks.)

(3) Teachers were surveyed before and during the in-service about what they wanted and needed in the inservice.

(4) Teachers were paid for their time either as part of their contract time (inservice days) or were paid an honorarium. For inservices held away from home and duty stations, they were also paid per diem.

(5) Specific objectives were developed for each inservice that were to be accomplished by the end of the inservice. When appropriate, these goals were written as specific behavioral objectives.

(6) A written pre and post evaluation was completed by the teachers on each inservice to: 1) evaluate each component of inservice, 2) to get ideas about improving future inservices, and 3) to evaluate the total inservice program.

(7) Inservice programs consisted of teacher training in materials and curriculum, instruction and suggestions on Native culture and village teaching, district procedures, common issues and etc.

(8) Funds for conducting the inservices were obtained from regular district funds and portions of various grants received by the district; i.e., those grant projects requiring teacher training for village teachers.

(9) For the mid-year inservices held in a village, the host village staff arranged for the housing and food details for the inservice.

(10) Participating in inservice programs is included in a general job description for village teaching. In short, it was considered part of the job.

(See 1978-70 Recommendations for the Future of the STARS Program in this manual for New Revisions in the District Inservice Program)

6. Longitudian Program Evaluation Procedure

As mentioned earlier, the first step in the STARS program development model was evaluation. In addition, a longitudinal evaluation process has been developed to continue to evaluate STARS and the entire curriculum. However, evaluation is much more important than that in fact, evaluation was seen as the most important tool available in education today.

a. What is meant by evaluation?

In this context, evaluation or more specifically, Longitudinal Program Evaluation, is defined as a process of collecting and analyzing a specific set of information on a regular basis to answer the following questions:

(1) What are we doing?

(2) How well is what we are doing working?

(3) What might we need to improve?

This process, Longitudinal Evaluation, tries to look at the whole picture, the total educational program. It is not just evaluating a particular program like STARS; however, the information gained can be useful to every program.

b. Why evaluate?

The reasons for doing a longitudinal evaluation are:

(1) To provide information to make decisions about programs and the total curriculum.
Decisions are only as good as the information that they are based on. Too often in education we make decisions on incomplete and/or erroneous information. Many times we make decisions based on "intuition"; however, it is wrong.

(2) To provide information for "Accountability" to our public, and most importantly, to our students.

Parents, school boards, and other public groups place a public trust in us, their professional educators; i.e., to educate their children. Most of them really want to know how their educational system, their schools, are doing. All too often, however, we have not collected information that will help provide them an answer; in short, we are not really sure. Consequently, they have to take our word based on our intuition, and that can lead to the problems described in the next paragraph.

(3) To provide factual information for program support.

Politics and schools cannot be separated, it is just one more thing we must deal with in our jobs. However, we all have seen unjustified and unwarranted attacks on our educational system, our programs, and on us personally. When we don't have factual information to support our programs and the job that we are doing, then we have left ourselves totally open to attack: We cannot show, with facts, what we are doing. (Usually some other agency or group ends up collecting information to evaluate us because we do not take the initiative.) In this situation, we end up fighting battles where it is a contest of who has the most power and influence; and in the end, a good curriculum or program (or educator for that matter) loses and the ultimate loss is to the students.

c. One Longitudinal Evaluation Model

The evaluation process that has thus far been used to develop the Kodiak Small Rural School Project is presented here. Moreover, you should be aware of two things: 1) That this is just one model that can be improved and/or changed to meet specific needs, 2) that evaluation is not a simple task -- that doing any evaluation (or research) is a complex task that takes training and knowledge. A bad evaluation that does not anticipate and account for extraneous variables is worthless and more dammaging than

if doing nothing at all. In short, knowledge and training in statistics, research design and evaluation are a must.

d. The Kodiak Longitudinal Model

Each of the evaluation components mentioned below involves a good deal of planning and care. It is beyond the scope of this mannual to explain each component in detail. However, one component is explained in greater length in the Appendix, i.e., the Follow-Up Study.

Education Component	How Often Info is Collected	Time of Year Info is Collected	Notes & Explanations
1. Standardized Testing (Stanford Diagnostic)	Twice a year	Sept & May	Care should be stressed in selecting an appropriate test, administering it correctly, and in interpreting the results.
2. Attendance and Drop-outs	Every monthly attendance report	Compiled each June	Overall attendance by school and total program; as well as, the number of drop-outs. Care should be taken to define terms; i.e., what is a drop-out?
3. Student progress in curriculum	Daily by teachers but over the year for each student	Compiled at end of year	How far have students progressed in the materials., i.e., in STARS? At what skill level did the students finish the year?

4. Survey of teachers and administrators	Once a year	April/May	How to do materials work? Can the teaching methodologies and materials and/or curriculum be improved? What are the major problems etc. with the curriculum: as well as, best parts of it?
5. Survey of parents, school boards.	Once a year	Preferably Fall	Using PDK and surveys, what do parents, boards, etc. think of curriculum? What do they want taught? Care should be taken to avoid evaluation of personalities (teachers & administrators); as well as, to avoid letting this become a form to battle local politics.
6. How much time is devoted to each subject during the day and/or week in classroom.	Once a year	January	How much time out of the day, week, etc., is devoted to each subject? We often assume 1 hour for each, but such is not the case. Studies show that how much time is spent on important subjects is an important factor.
7. How much time administrators and others spend on various tasks	Several times a year	Fall, Winter, Spring, & Summer	A check-off list of activities and how much time is spent on each activity is enlightening. You may be spending time on things that are not as important as others.
8. Budget- How original budget was spent.	Every expenditure report	Usually each month	Studying how the money was spent allows for better bud geting the next year, as well as it permits budget changes to transfer unused funds to where they are needed.

9. Follow-up Study	Every other year	Spring	See Appendix A.
10. Review of All Components	Twice a year	Before and after school year	Time to look at all collected information and draw conclusions, identify problems, etc.

e. Summary of Longitudinal Program Evaluation

All too often, information is collected and then forgotten. The hard part is synthesizing and drawing conclusions. With these kinds of information decisions can be made that are based more on fact, and easier to justify, explain, and defend. In short, you have a better idea of what you are doing and how well you are doing it.

f. Final Note on Program Evaluation

In developing any curriculum or program you have to decide how you will be evaluating it before you actually start to develop it. By doing an evaluation before you start to develop and use a curriculum, you have a baseline (or before the program information) to compare the effects of the program with. If you do not plan the evaluation before you start the program and carry out collecting the information during it, then you will not have any way to collect the information you will need to evaluate it. Thus the optimal procedure would be to devise an evaluation (information collection strategy) and implement it before and during a curriculum change.

V. STARS - WHAT HAS IT DONE SO FAR?

In evaluating STARS and the total Kodiak Rural Schools Program so far, the following has been concluded:

A. The village student drop-out rate has dropped from close to 60% during the regional boarding home program in Kodiak to less than 6% in the village rural high schools.

B. Student attendance has improved, and when students do miss school, they come back to where they left off and are not behind.

C. Younger students; i.e., 8th graders, often lack maturity to handle the completely independent study method. Only about ½ of 8th graders involved so far can be completely integrated into it, though the majority of older students do well in it.

D. Students are making gains over the year according to standardized tests and their progress in the materials. (A few students gained 4 years in certain subjects; while most gain about one year).

E. Parents and school board memebers have express 100% support of the program. All felt it should be continued.

F. The vast majority of the teachers using STARS are convinced that STARS is the only workable curriculum they have found or could conceive of for teaching in the Rural Alaskan High SChools.

G. The model has enabled very small secondary programs to be successful (2 teachers teaching over 30 students grades K through 10).

H. STARS still needs some revisions (See Section VI of this manual.)

VI. 1978-79 RCOMMENDATIONS FOR THE FUTURE OF THE STARS PROGRAM

From the discussions held with teachers and administrators during the 1978-79 evaluation visit in Kodiak, the following recommendations were gleaned:

A. The STARS Communications text needs some minor revisions and additions in content and major changes in the lay-out and presentation of the material.

B. The STARS Science text needs revision in certain sections, as well as, making additions to present material.

C. The STARS books (500 original copies) are in demand and some texts are unavailable for future distribution because stock is depleated.

D. The STARS texts have a homemade appearance; teachers and students feel they may be more effective if a more professional printing job were done.

E. The inservice program for STARS needs revision as some teachers still need assistance in using the materials and mastering different teaching techniques and methods; (i.e., how to use STARS in group settings and adapting the teaching methods and materials to meet the needs of some students.) Previous inservices held most of the teacher training in large groups which is perhaps not the best way to do it.

F. A new two-fold approach to inservice may be more appropriate:

(1) Bring experienced and successful STARS teachers to the classrooms of teachers having problems to assist them in the materials and methods; (It has also been suggested to train teacher-aides in STARS so they can assist teachers better; also if a new teacher(s) come(s) to the school, the aide can assist them in learning STARS. Thus, if the aides are long-time employees, it helps stabalize the use of STARS.)

(2) Train the local or immediate supervisors (principals) who assist and evaluate STARS teachers. Make these administrators proficient in the materials and methods.

Both of these training inservices would be held in the school during class time with the students present, so that actual classroom situations and problems could be addressed while they take place. Sessions outside the school day would also be necessary.

G. A complete record-keeping system (including a comprehensive transcript) needs to be developed for STARS. Thus daily record-keeping and transcripts could more easily document student progress and achievement than the present system.

SUMMARY OF CONCLUSIONS:

A. By February, 1980 of the 1979-80 school year, the planning and resource procurement should be done to enable:

1. A final evaluation and re-write of the STARS materials. The evaluation to be done during the 1980-81 school year and the re-write to be accomplished in the summer of 1981.
2. The STARS materials to be highly professionally printed (glossy paper and more study binding).
3. During the recommended 1979-80 re-write of the STARS materials, a complete daily record-keeping system and transcripts should be developed for the STARS Program.

B. The district inservice on STARS would consist of:

1. A one to two day pre-service on the STARS materials for administrators and new teachers to be held in Kodiak with successful STARS teachers hired as the trainers.
2. Indepth and on-site teacher training of new teachers, administrators, teacher-aides and teachers experiencing problems with STARS would be accomplished by bringing successful STARS teachers to classrooms while school is in session.
3. The inservice program should continually be evaluated, problems identified, and various solutions should be developed and selected to improve and update the inservice program.

For more information about inservice programs and for documentation of the above recommendations on inservice see:

Hendee, Raymond E., "Toward Effective Staff Development Plans and Programs", Educational Leadership, 34:168, December 1976.

Olivers, James L., "Teachers Grow Professionally", Educational Leadership, 34:168, December, 1976.

Mangieri, John N. and McWilliams, David R., "Designing An Effective Inservice Program", Journal of Teacher Education, 17:2, Summer, 1976.

Godder, Crosby, and Massey, "Inservice: The Professional Development of Educators", Journal of Teacher Education, 18:2, March-April, 1977.

Beegle and Edelfelt (ED), Staff Development: Staff Liberation, Washington, DC: Association for Supervision and Curriculum Development, 1977.

APPENDIX

MANAGEMENT SYSTEM: (S.T.A.R.S.) Secondary Training for Alaska Rural Students

Skill Areas Included	Grade Level	Units Number of Objectives	Recommended Setting	Placement Testing	Performance Criteria	Supplemental Materials	NOTES:
Communication	9-10	26 Skill Units: Capital Letters End Punctuation Commas Quotation Marks Plurals, Possessives, Contractions Parts of Speech Subject and Predicate Subject-Verb Agreement Pronouns Degrees of Comparison Misused Expressions Complete Sentences Sentence Building Paragraph Development Figurative Language Notetaking and Outlining Letter Writing Forms, Applications & Resumes Public Speaking Reading Skills Map Reading Parts of a Book Using the Library Doing Research Spelling Vocabulary	Class Meetings Small Group or Individual	All placed in three descriptive writing activities	Post Test	1. See Supplemental Materials List. 2. Use of local materials encouraged.	S.T.A.R.S.: 1. $1,500 for a small school. (Total estimate for the three curriculum areas) 2. Uses "village" English, village referemces.

W Talasz, SCRRC 3/79

MANAGEMENT SYSTEM: (S.T.A.R.S.) Secondary Training for Alaska Rural Students

Skill Areas Included	Grade Level	Units Number of Objectives	Recommended Setting	Placement Testing	Performance Criteria	Supplemental Materials	NOTES:
Communication Note: Emphasis in writing.	9-10	16 Activity Units: Listening and Expressing Yourself Paragraph Structure and Development Paragraph Organization Gathering Information Poetry Subjective and Objective Writing Point of View Writing a Personality Article Selecting and Narrowing a Topic Structure of a Report Writing a How-To Article Life Skills Writing a Feature Article Logic and Persuasion Descriptive Writing The Short Story	Class Meetings Small Group or Individual	All placed in three descriptive writing activities	Post Test	1. See Supplemental materials list 2. Use of local materials encouraged.	S.T.A.R.S.: 1. $1,500 for a small school. (Total estimate for the three curriculum areas) 2. Uses "village" English, village references.

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MANAGEMENT SYSTEM: (S.T.A.R.S.) Secondary Training for Alaska Rural Students

Skill Areas Included	Grade Level	Units Number of Objectives	Recommended Setting	Placement Testing	Performance Criteria	Supplemental Materials	NOTES:
Mathematics	9,10	Book 1: Number Systems Whole Numbers Fractions Ratio & Proportion Decimals Metric Measurement Percent Book 2: Consumer Math More Measurement Graphs, Tables Geometry Perimeter, Area & Volume Integers & Rationals Algebra	Individual	Pre/Post Test	Post Test	1. See Supplemental Materials List. 2. Use of local materials encouraged.	S.T.A.R.S.: 1. $1,500 for a small school. (Total estimate for the three curriculum areas 2. Uses "village" English, village references.

Talasz, SCRRC 3/79

MA[illegible]EMENT SYSTEM: (S.T.A.R.S.) Secondary Training f[illegible] Alaska Rural Students

Skill Areas Included	Grade Level	Units Number of Objectives	Recommended Setting	Placement Testing	Performance Criteria	Supplemental Materials	NOTES:
Science *Note: Emphasis in reading, and a process approach	9,(10)	Book 1: Human Biology First Aid Weather Earth Science Book 2: Human Development Energy (to be re-written 3/79) Aerospace Chemistry	Small Groups	Teacher judgement	Post Test	1. See Supplemental Materials List. 2. Use of local materials encouraged.	S.T.A.R.S.: 1. $1,500 for a small school. (Total estimate for the three curriculum areas 2. Uses "village" English, village references.

VILLAGE STUDENT FOLLOW-UP SURVEY OF STUDENTS GRADUATING FROM VILLAGE EIGHTH GRADE PROGRAMS SINCE 1970

COMPILED AND PREPARED BY: MIKE JOHNSON
VILLAGE AREA PRINCIPAL

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

KODIAK, ALASKA

MAY 4, 1978

INTRODUCTION:

This study was done for two reasons:

1) To provide baseline data for similar studies;

2) To provide more accurate and complete information for the Kodiak Island Borough School District to evaluate past performance and to design future educational programs and curriculum for students.

I. HOW THIS STUDY WAS CONDUCTED

In previous years the District had sent out follow-up surveys to village students who had attended Kodiak High School; yet few were ever returned. Therefore this survey was sent out to the village teachers and Advisory Boards for them to address, send, and collect the returned surveys. The rationale was that the village people knew best where former village students could be located and that respondents would respond more readily to the village people themselves than to an institution. Moreover, a monetary reward was offered to the teachers and Advisory Boards that they could use as they saw fit for their schools in return for doing the work. (See Appendix A for the letter announcing this to teachers and Advisory Boards.)

The collected surveys were returned to the Village Area Principal who compiled and analyzed them. Thus the conclusions and comments contained in this report were written by the Village Area Principal, Mike Johnson.

II. DEVELOPMENT OF THE SURVEY

This survey is similar to a survey that has been used by the Kodiak High School counselors for a follow-up study on Kodiak High School graduates. It is also similar to a survey conducted at Dillingham High School in Dillingham, Alaska, by the author of this report. (See sample of the survey used in Appendix B)

This study set out to answer three basic questions about village students: 1) Where are the village students living now? 2) What kind of education or training have village students sought and/or attained? and 3) What kinds of jobs do village students acquire?

The answers to these questions could then be used to help answer other questions that have confronted the District for several years; such as, 1) What kind of job has the School District done in educating village students? (As measured by the number of students completing high school and other post-high school training or educational programs.) 2) What kinds of skills or educational areas should the District be training students for? (As measured by where the students are residing now, and what kinds of jobs do they have or have they held.) (The reader should note; however, that although the answers to these questions do give some indication of the District's performance in educating Kodiak Island village youth, many other factors, i.e., social, cultural, and so forth, also influence a student's education. In other words, any student's failure in school may not be caused by the school system at all, but by personal, social cultural, or parental factors that are totally outside of the schools control and/or legal responsibility.

III. RESULTS OF THE SURVEY

A. Percentage of People Returning Questionaire

Four villages participated in the survey; Akhiok, Old Harbor, Ouzinkie, and Port Lions. Karluk and Larsen Bay did not. Of the 122 eighth grade graduates in those four villages from 1970 to 1976, seventy-three (73) people returned their questionaire. Thus 60% of the eight grade graduates returned their questionaire.

B. Demographic Data

As seen in Table I., the return on the survey was about equal in male and female respondents. Forty-one of the respondents are Alaskan Native and two are caucasian. However, two villages (Port Lions and Ouzinkie) had a very low percentage of return; only 15% and 25% of those who were sent questionaires, returned them. Thus this survey may describe Akhiok and Old Harbor eighth grade graduates more than Port Lions and Ouzinkie graduates. However, one would probably be correct in assuming that this data does describe the majority of Kodiak Island village eighth grade graduates.

Also seen in Table I. are the figures that show that 82% of the village eighth grade graduates are residing on Kodiak Island. Only 18% of the respondents live elsewhere in the State or "outside".

TABLE I. DEMOGRAPHIC DATA

Total Number of 8th Grade Graduates From 1970-76	Total Number of People Returning The Survey	Per Cent of People Responding	Respondents Still in High School	Graduates or Drop-Outs
122	73	60%	30	43*

*Only these forty-three people's surveys will be analyzed in this report. The 30 surveys of the people still in high school will not be used in this report.

Male and Female

Number of Males	Per Cent of Total	Number of Females	Per Cent of Total
21	49%	22	51%

Number of People Responding From Each Village		Per Cent of the Total	Per Cent of Respondents Out of the Total Possible for that Village
Akhiok	12	28%	75%
Old Harbor	21	49%	45%
Ouzinkie	4	9%	25%
Port Lions	6	14%	15%

Current Residence of Respondents		Per Cent of Total
In Home Village	28	66%
On Kodiak Island	7	16%
Elsewhere in Alaska	4	9%
Outside of Alaska	4	9%

TABLE II. EDUCATIONAL ATTAINMENT OF FORTY-THREE RESPONDENTS WHO GRADUATED OR DROPPED OUT OF HIGH SCHOOL

No. Completing A Regular High Program	Per Cent of Total	No. Completing GED	Per Cent of Total	Total No. Completing High School	Per Cent of Total Who Completed High School or GED
11	26%	6	14%	17	40%*

No. of Graduates Who Sought Add'l. Training	Per Cent of Graduates	Per Cent of Total Group	No. Who Completed Add'l. Training	Per Cent of Graduates Completing Training	Per Cent of Total Group Completing Add'l. Training
15	88%	35%	6	40%	14%

*Thus 60% of the 8th grade graduates since 1970, who answered the questionnaire, did not graduate from high school.

High Schools Attended By Respondents

Kodiak	35**	Anchorage	1
Chemawa, OR	1	Seattle, WA	2
Juneau	1	King Cove	1
Palmer	3		

**Thus 81% attended Kodiak High School

C. Educational Attainment of the Respondents

Of the 73 people returning the survey, 30 of them were still in high school. Thus 43 people answering the survey either completed or dropped out of high school since their eighth grade graduation. For the purposes of this study, only the data collected on these 43 people will be used. Thus, of those 43 people, seventeen (17), or 40% of them completed high school or GED programs and 60% did not complete requirements for a high school diploma. (Tables I and II display this information.) Most of the people surveyed (82%) attended Kodiak High School. (See Table II.)

Of the 17 people who completed high school or their GED, fifteen (or 88%) attended some sort of post high school education or training. Of these fifteen (or 35% of the total 43 respondents) who went on to post-high training: six students, or 40% completed the training (or only 14% of those surveyed). Five respondents still attending training and four did not complete the training they started. (See Table II.) It is also interesting to note that of those students who sought further training only two students are now employed in the job area for which they were trained.

Another factor that this section shows is that very few of the respondents have sought college degrees or careers that require them. Most of the respondents who sought further training did not attend college.

TABLE III. KINDS OF POST HIGH TRAINING SOUGHT BY RESPONDENTS

Male or Female	Training Sought	Location of School	Employed In Job Area That They Were Trained In?
F	Clerical	Kodiak Community College	Yes (Full time)
F	Clerical	Tongue Point Job Corps Asteria, OR	Yes (Full time)
F	Clerical	Portland Job Corp	No
F	Marine Biology	Sheldon Jackson and Anchorage Comm. College	Still Attending
F	Clerical	Seward Skill Center	No
F	Clerical	Seward Skill Center	No
F	Clerical	Unspecified	No
F	Two Year College	Unspecified	No
F	Cooking	Kicking Horse Jr. College	No
M	Education	Sheldon Jackson	Still Attending
M	Heavy Equipment Operation	Washington State	No
M	Business	Unspecified	No
M	Surveying	Unspecified	No
M	Marine Biology	Willamette College Salem, OR	Still Attending
M	Accounting/Military	Anchorage/Armored Recon. Scout	No

		Percent of Total
No. of Female	9	
No. of Male	6	
Total Respondents	15	35%

Percent of graduates completing training	40%
Percent of total group who completed training	14%

Table IV.
Continued

D. Percentages of the Types of Jobs Held (of the 51 total listings)

Job	Number	Per Cent of Total
Fisherman	13	26%
Cannery Worker	12	23%
Total Fishing Industry	25	49%
Teacher's Aide	7	14%
Other Various Jobs	19	37%

Table IV.
Continued

C. Total of Types of Jobs Held

Number of People Holding This Kind of Job	Job
13	Fisherman
12	Cannery worker
7	Teacher's aide
2	Secretary/Receptionist
2	Recreational Director
1	Clerk-Typist
2	Marriage (Housewife)
3	Neighborhood Youth Corp
1	Gas station attendent
1	Cab dispatcher
1	Cook
1	Carpenter's helper
1	Community Health Representative
1	Store clerk
1	CETA
1	Alcohol counselor
1	Military service
7	No response
Total 51	

TABLE IV. TYPES OF JOBS HELD BY RESPONDENTS

TABLE IV A. Types of Jobs Listed by Female Respondents

No. of Those who Reported They Worked At This Occupation	Job or Occupation
8	Cannery worker
4	Teacher's aide
2	Secretary/Receptionist
2	Recreation Director
2	Marriage*
1	Clerk-typist
1	Cab dispatcher
1	Cook
1	Community Health Respresentative
1	Store clerk
4	No Response*
23	Jobs Listed

*Two women did see "housewife" as an occupation, 4 did not.

ABLE IV B. Types of Jobs Listed by Male Respondents

13	Fisherman
4	Cannery worker
3	Teacher's Aide
3	NYC
1	Gas station attendent
1	Carpenter's helper
1	CETA
1	Alcohol counselor
1	Military service
3	No response
28	Jobs Listed

D. Types of Jobs Held

As seen in Table IV, the majority of the jobs held by the female respondents were cannery worker and teacher aide. The male respondents were most involved in fishing, cannery work and teacher's aides. Thus the fishing industry accounted for forty-nine per cent (49%) of the jobs held by the respondents with teacher aide being the next most numerous occupation.

As also seen in the educational attainment section most of the respondents did not aquire jobs that required extensive post-high school training. Most of the respondents have worked at semi-skilled or non-professional occupations.

E. Present Work Status of the Respondents

As seen in Table V, only 5 or 12% of the 43 respondents were employed full-time at the time of the survey. Adding the three part -time employed, there were only eight (8) or nineteen percent (19%) of the respondents were employed at the time of the survey. Four people reported to be looking for work; and the rest reported only working part of the year. The majority of those reporting working only part of the year could be assumed to be employed in the salmon fishing industry during the summer months. Some of the respondents did not complete this section and some listed marriage as their occupation; thus 61% of the respondents reported being unemployed at the time of the survey.

As seen in the kinds of jobs currently held by the respondents, the respondents have only aquired semi-skilled jobs. (See Table V.) No respondents reported having a technical or professional occupation.

TABLE V. PRESENT WORK STATUS OF RESPONDENTS

A. Working Full Time	Working Part Time	Job Employed At	Male or Female
1		Teacher's Aide	F
2		Secretary/Receptionist	F
1		Gas Station Attendent	M
1		Alcohol Counselor	M
	2	Teacher's Aide	F
	1	Community Health Representative	F
2		Housewife*	F

*These two are not counted as having a job in that being a housewife is definitely a career; yet society does not pay a person money to do this most important job.

B. Unemployed

1) Unemployed but looking for work 4
2) Unemployed but not looking for work 5
3) Work only certain part of the year 17
4) No response 7

C. Total Employment Status

Employed		Percent of Total	Unemployed		Percent of Total
Full Time	5	12%	Looking	4	9%
Part Time	3	7%	Not Looking	5	12%
			Working only Part of Year	17	40%
Totals	8	19%		26	61%
No Response/ (or housewife)	9	20%			

IV. CONCLUSIONS AND RECOMMENDATIONS

The conclusions of this survey are listed and discussed individually in this section.

A. WHERE ARE VILLAGE STUDENTS LIVING NOW AND WHAT KINDS OF JOBS HAVE THEY OBTAINED.

One must conclude that most of the village students who leave or graduate from school return to Kodiak Island.

Eighty-two percent were back in the villages of the time of the study. Most of them (49%) listed employment in the fishing industry. (One could anticipate that this percentage is much higher in reality because not all of the respondents listed all their employment.)

B. WHAT KINDS OF EDUCATIONAL TRAINING HAVE VILLAGE STUDENTS SOUGHT AND/OR ATTAINED?

1. Most students did not finish high school (60% did not and only 26% finished a regular high school program.)

2. Most students who finished high school or GED requirements, also got further post-high school training of some kind. (88% of those who received high school diploma.)

3. Most village students who go on to further training do not attend college and/or seek a college trained career. (Only 4 reported attending college and only 2 are still attending.)

C. WHAT KINDS OF EMPLOYMENT DO VILLAGE STUDENTS AQUIRE?

1. Most of the students (61%) were unemployed at the time of the survey.

2. Most of the students were employed only part of the year. (Only 5 students had jobs that were year around type of jobs.)

V. IMPLICATIONS OF THIS REPORT FOR THE KODIAK ISLAND BOROUGH SCHOOL DISTRICT.

A. WHAT CAUSED THIS PHENOMENON?

As mentioned earlier, the reasons for the above conclusions are very complex. No one institution or group can be made the scapegoat for the educational failure as documented in this study. In short, the reasons that most students did not finish high school cannot be blamed on: The School District, the village or village council, the Kodiak Area Native Association, or the village parents themselves. No one group or causal factor is totally responsible. (Moreover, other important factors are also involved; for example, the economy in the village. Most villages do not have alot of employment and especially skilled employment. Consequently, if a student wishes to live in the village, he or she, trained or untrained, could not find a skilled job because the jobs simply are not there.) If programs are to be developed to better the current village students educational and occupational attainment described in this report, then all groups must be involved, all must do more and change for the better; including the students themselves.

B. WHAT STEPS TO TAKE FROM HERE?

As mentioned above, all groups should be involved.

1. Perhaps the first step would be to make all groups aware of this information, perhaps in a conference.

2. The second step may be to determine if the people and groups involved are satisfied with the present status quo described in this report. Do parents, Koniag Inc., KANA, village corporations and the School District feel the trends described in this report must change.

3. If the trends are not considered desirable, why?

a. Because of manpower needs of villages and Regional Corporations for more skilled and educated people?

b. Because of expectations of students and parents. (See 1975 study done by Charles R. Fields, U of A, Juneau that showed that Native students have higher aspirations for post-high school education, but experience lower attainment.)

c. Future manpower needs of the Kodiak area should be studied; as well as, the actual educational aspirations of village parents and students.

d. Review present and past programs - some programs have changed. (For example, village student drop-out rates for the last 2 years, when students attend high school in their village is only 5 to 6%.

4. If village students are realistically returning to the village, what kind of educational program should the district provide for them, i.e., skills, training, etc.?

5. Is this information changing? In short this study should be done again for validation of this information and directions to take in the future.

6. If trends are undesirable, what can be done for village students who are described in this report; and what further can be done to change trends for present and future students?

ENDING STATEMENT - SOME THOUGHTS

Rural Alaska, as an important part of the state like the whole of Alaska, is experiencing a great deal of change; economic, cultural, and social. In order for the rural Alaskan people to meet the challenge of the present and future, the native youth of today need to get an education for both village and urban life. They need to know how to function in the larger world and yet the village world too. They need to be educated: 1) play the political games of the majority of society and the village society of today, as well: 2) to deal with the technology that affects us all; and 3) to have the power of knowledge in our modern world of fast growing knowledge. In short, the Alaskan native youth hold, not only the key to the future and even survival for their people, but also the entire State itself.

-This quote is taken not verbatim but through various ideas expressed by two of my friends and former bosses, Roger Land (past President of AFN) and Byron Mallott (present President of AFN.)

APPENDIX A

KODIAK ISLAND BOROUGH SCHOOL DISTRICT
POST OFFICE BOX 886
KODIAK, ALASKA 99615
(TELEPHONE: (907) 486-3131)

MEMO TO: Advisory Board Members & Head Teachers in Akhiok, Ouzinkie, Karluk, Port Lions, Larsen Bay and Old Harbor

FROM: Mike Johnson, Village Area Principal

SUBJECT: Follow-up Study on Village Students

We would like to get some information about village students so that we can plan better programs for your children. We would like to find out the answers to the questions on the cards inside this packet. We have no information about what village students are doing after they quit or finish high school.

We have tried to get this information before but couldn't because we didn't know where the students were living. Since you know all the kids, we would like your help. We will send your school a check for $250 to be used for anything you wish if you can help us. The directions to do this are all inside this packet. All you have to do is put the names and addresses on the envelopes to the students and send them out and return them back to us. When we get the information back we'll send you the check.

I hope you can take the time to help us plan better schools for your children. The information we will get back will be very very valuable. Thanks for your time.

Directions:

1. Make a list of all the kids who have graduated from your village school (8th grade) since 1972. (That includes those kids who graduated in 1972.)

2. Get the addresses from relatives and friends of where those former students might be now.

3. Put all the names and addresses on the envelopes found inside the packet and mail them out. The advisory board president should sign the letter on each survey.

4. If you don't receive a reply then send a reminder post card/or another survey.

5. Send back all the returned surveys you have received about Christmas time.

6. The District will send you a ckeck for $250.00 to use as you see fit.

APPENDIX B

VILLAGE FOLLOW--UP SURVEY

NAME _____

PRESENT ADDRESS _____

YEARS ATTENDED HIGH SCHOOL: 19__,19__,19__,19__

WHERE _____

VILLAGE ELEMENTARY SCHOOLS YOU ATTENDED:
OLD HARBOR ☐ AKHIOK ☐ PORT LIONS ☐
OUZINKIE ☐ KARLUK ☐ LARSEN BAY ☐
SCHOOLS YOU ATTENDED AFTER HIGH SCHOOL:

_____

_____

_____

PART TIME ☐ FULL TIME ☐ 4-YEAR COLLEGE ☐
2-YR COLLEGE ☐ VOCATIONAL SCHOOL ☐
TYPE OF TRAINING _____

_____

DID YOU COMPLETE SCHOOL OR TRAINING AFTER HIGH SCHOOL? ☐ YES ☐ NO ☐ STILL ATTENDING
MILITARY SERVICE: ☐ YES - STILL IN ☐ YES COMPLETED
☐ NO _____ BRANCH DUTIES _____

TYPE OF SPECIAL SCHOOLING RECEIVED

_____

_____

JOBS YOU'VE WORKED AT SINCE GOING TO HIGH SCHOOL:
EMPLOYER: YOUR POSITION: LOCATION:

_____

_____

_____

ARE YOU WORKING NOW? ☐ FULL-TIME ☐ PART-TIME
EMPLOYER _____ JOB TITLE _____
UNEMPLOYED DUE TO:
- ☐ ILLNESS OR ACCIDENT ☐ MARRIAGE
- ☐ LACK OF SKILLS FOR ENTRY LEVEL
- ☐ UNEMPLOYED BUT LOOKING FOR WORK
- ☐ UNEMPLOYED BUT NOT LOOKING FOR WORK
- ☐ WORK ONLY A CERTAIN PART OF THE YEAR

* WHEN, WHERE, AND AT WHAT JOB

_____

COMMENTS ON HOW THE KODIAK SCHOOLS COULD HAVE HELPED YOU MORE AND EDUCATED YOU BETTER.

_____

_____

_____

Dear Former Student,
We are trying to find out about what are former students are doing and about how well our schools have been teaching our children.
Would you please fill out this survey as completely as possible and return it right away.

Thanks for your help.

Advisory Board President